



# PSHE/RSE/SMSC Overview Year 3/4

September 2025-July 2026



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As part of the new curriculum, children are expected to learn about a range of different faiths, cultures, morals and values to prepare them for 'Life in Modern Britain'. We have picked out the key aspects from the following subject areas: SMSC, PSHE, Jigsaw, R.E. and RSE, with the aim to help children become a well-rounded British Citizen. These are as follows:

Relationships (RSE)
SMSC
Religious Education
Rights, Responsibilities and British Values (Including Healthy choices)

Values of the month to be embedded each month

Respect	Responsibility	Kindness	Love	Equality	Patience
Courage	Tolerance	Honesty	Trust	Co-operation	Thoughtfulness
Peace	Loyalty	Hope	Happiness	Empathy	Appreciation
Perseverance	Optimism	Self-control	Self-belief		

## Key messages to teach our children from the start

- “You are always allowed to say no.”
- “If something feels wrong, you should tell a trusted adult.”
- “It’s never your fault if someone tricks or pressures you.”
- “Trusted adults will listen and help you.”
- “If something feels wrong, trust that feeling.”
- “You are not responsible for someone else’s bad behaviour.”
- “It’s always okay to ask for help.”
- “Real friends and trusted adults won’t pressure or trick you.”
- “Exploitation is never your fault.”
- “You have the right to feel safe and respected.”
- “If something feels wrong, trust your instincts and speak up.”
- “Trusted people won’t pressure, trick, or control you.”
- “Exploitation is never the victim’s fault.”
- “Consent, respect, and choice are essential in all relationships.”
- “Trust your instincts—if something feels wrong, it probably is.”
- “Support is always available, and speaking up can help keep people safe.”

## Year 3/4 ~ Preparing for Life in Modern Britain

Jigsaw Area	RSE Area	Autumn	Spring	Summer	On-going
<p>Being me in my world The world and us</p> <p>Protected Characteristic: having an opinion</p>	<p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them</li> <li>The importance of self-respect and how this links to their own happiness</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that they in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>Where to get advice</li> <li>Clever never goes</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> </ul> <p>Project Protect</p> <ul style="list-style-type: none"> <li>know how to recognise and talk about their feelings and emotions using a varied vocabulary</li> <li>recognise and respect that there are different types of families</li> </ul>	<ul style="list-style-type: none"> <li>The history of the Metropolitan Police - Who, Where, How, When and Why (SO)</li> <li>The Royal Family and how it has changed through the ages (C)</li> <li>Why is education important?</li> <li>Who is represented in parliament? (M, SO, C)</li> <li>The beginning of democracy 1215 - The Magna Carta (C)</li> <li>What does it mean to represent others (Cornerstones) (D)</li> <li>Children in need</li> <li>Comic/Sports relief</li> </ul>			<ul style="list-style-type: none"> <li>Current age appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues in the news, using first news (SP, M, C, SO)</li> </ul>

	<ul style="list-style-type: none"> <li>• celebrate differences and know that everyone is unique</li> <li>• know that it is ok to seek support if friendships or relationships are making them feel uncomfortable or unhappy.</li> </ul>				
<p>Celebrating difference The same but different (Relationships - families and people who care for me. Caring friendships)</p> <p>Protected Characteristic: racism</p>	<p>Families and people who care for me</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• That others' families, either in school or in the wider community, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be of different types are at the heart of happy families and are important for children's security as they grow up.</li> </ul> <p>Respectful Relationships</p> <ul style="list-style-type: none"> <li>• The importance of respecting others even when they are very different from them.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• That bullying has a negative and often lasting impact on mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Expect respect (M, SO, C)</li> <li>• I know that commenting on people's skin colour or their beliefs in an inappropriate way is wrong - Racism (M, SO, C)</li> <li>• My friends and I, How we are similar but unique (C)</li> <li>• What do I believe in? How does this affect my life? (SP)</li> <li>• Tackling bullying in all forms - homophobia, biphobia, transphobia - Danni's story (3 lessons)</li> </ul>			<ul style="list-style-type: none"> <li>• What do I believe in? How does this affect my life (SP)</li> </ul>

<p>Dreams and Goals Rights and Responsibilities</p> <p>Protected Characteristic: problem solving</p>	<p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week and understanding how to resist peer pressure and when this might happen</li> <li>• E-safety week</li> </ul>	<ul style="list-style-type: none"> <li>• My hobbies in and out of school and how this makes me feel (C)</li> <li>• What are my aspirations - Where do I see myself as an adult? (SO)</li> <li>• What does freedom mean? What does it look like? Is it the same in all countries (M, C)</li> <li>• E-safety week</li> </ul>		<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• School Parliament (SP, SO)</li> <li>• Playground Pals (SP, C)</li> <li>• How do I contribute to my community? And help to improve my local area (SO)</li> <li>• What makes an excited learner? How do you provide awe and wonder for your pupils?</li> <li>• Anti-bullying week.</li> </ul>
<p>Healthy me Healthy mind, healthy body (Health Education - mental well-being, internet safety, Physical health and fitness, healthy eating, Changing adolescent body)</p>	<p>Being safe</p> <ul style="list-style-type: none"> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• Where to get advice</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self care techniques</li> </ul> <p>Physical health and fitness</p>	<ul style="list-style-type: none"> <li>• School rules - Whale rules. Why are rules important at school and in society?</li> <li>• 5-a-day</li> <li>• Looking after my teeth</li> <li>• Care and Commitment - Friendships</li> <li>• The blinks book worry - Andrea Chatten</li> </ul>	<ul style="list-style-type: none"> <li>• Stranger Danger</li> <li>• E-safety(M, Sp, SO)</li> <li>• Road safety (M, SO)</li> <li>• Water Safety (M, SP)</li> <li>• Fire Safety (M, SP)</li> <li>• Rail Safety (M, SP, SO)</li> <li>• RSE - Y3 lesson 2 Knowing our bodies</li> <li>• RSE - Y3 lesson 3 - facts and fiction - use resource life cycles and what do things come from?</li> </ul>		

<p>Protected Characteristic: be yourself and don't hide</p>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this.</li> <li>• The risks associated with an inactive lifestyle.</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours.</li> </ul> <p>Drugs, alcohol, and tobacco</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</li> </ul> <p>Health and prevention</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illnesses or unexplained changes to the body.</li> </ul> <p>Basic first aid</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> </ul> <p>In science on Teeth</p> <ul style="list-style-type: none"> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist</li> </ul>				
<p>Relationships (Families and People who care for me, caring</p>	<p>Families and people who care for me</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> </ul>			<ul style="list-style-type: none"> <li>• How are my friends the same/different to me? (SP, SO)</li> <li>• Understanding the true meaning of friendship.</li> </ul>	<ul style="list-style-type: none"> <li>• Magic learning habits</li> <li>• Self-confidence and self-awareness (SP)</li> </ul>

friendships,  
respectful  
relationships, on-  
line relationships,  
being safe)

Protected  
Characteristic:  
prejudice

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

- That marriage represents a formal and legally recognised commitment of two people
- How to recognise if family relationships are making them feel unhappy and how to seek help and advice from others if needed.

#### Caring friendships

- How important friendships are in making up feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

#### Respectful relationships

- The importance of respecting others.
- Practical steps they can make in a range of contexts to improve and support respectful relationships.
- The conventions of courtesy and manners

#### Online relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.

- Expect respect - Resolving conflict and where to get help
- What does it mean to be British?

- Managing feelings and behaviour (M)

- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respecting others.
- The rules and principles for keeping safe online how to recognise risks, harmful content and contact and how to report them.
- How information and data is shared and used online.

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

**Scenarios**

**The Favour That Isn't Fair**

A child gives you gifts, then later says you owe them and must do what they ask.

Questions: Is this really kindness? What's fair?

**The Group Leader**

The leader of a friend group says you can only stay in the group if you do things you're not comfortable with.

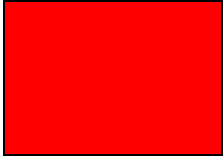
Questions: What would you do? What makes a good friend?

**Online Chat**

Someone in a game asks for your personal details and says, "Don't tell anyone, it's just our secret."

Questions: What are the risks? Who should you tell?

	<ul style="list-style-type: none"> <li>• understand the importance of personal space, boundaries and consent, and that these might differ for different people in different relationships</li> <li>• know it is ok to say no and to develop some strategies to do this.</li> <li>• begin to understand that people can sometimes be manipulated to make choices they would not have otherwise made</li> <li>• Understanding the meaning of control and manipulation.</li> <li>• begin to understand the meaning of the term grooming and that it can happen online and offline.</li> </ul>				
<p>Changing me Me the successful learner (Health Education - Drugs, Alcohol, Tobacco, Health and Prevention, Basic First-Aid)</p> <p>Protected Characteristic: belonging</p>	<p>Families and people who care for me</p> <ul style="list-style-type: none"> <li>• That others' families sometimes look different from their family but that they should respect those differences.</li> </ul> <p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others</li> <li>• About the concept of privacy</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.</li> </ul> <p>Mental wellbeing</p> <ul style="list-style-type: none"> <li>• That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>			<ul style="list-style-type: none"> <li>• Smoking - Why is this bad for your health?</li> <li>• NHS - What would happen to our health if we didn't have the NHS or we couldn't afford to pay for our care? (SO, C)</li> <li>• Do other countries have an NHS and is it free? (SO, C)</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me an excited learner? (SP)</li> <li>• How do you provoke awe and wonder and instil curiosity in lessons?</li> </ul>



Changing adolescent body  
Key facts about puberty and the changing adolescent body, including physical and emotional changes